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ABSTRACT

This document presents the New Jersey Core Curriculum Content Standards for Students with Severe Disabilities, a subset of the general standards and alternate progress indicators that emphasize daily life skills. Introductory material reviews the development of these standards and the alternate progress indicators including the purpose, process, assumptions, implementation issues, statewide assessment, research-based practices, and format and organization. Standards are then presented for the following areas: (1) cross-content workplace indicators; (2) visual and performing arts; (3) comprehensive health and physical education; (4) language arts literacy; (5) mathematics; (6) science; and (7) social studies. Following a statement of each standard, the guide provides a descriptive statement of the standard and a list of cumulative progress indicators. An appendix provides guidelines for the Individualized Education Program team in determining whether a student should be working towards these modified standards. (DB)

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New Jersey State Department of Education

Core Curriculum Content Standards For Students with Severe Disabilities

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Core Curriculum Content Standards For Students with Severe Disabilities

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June 2000

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Introduction

In May 1996, the New Jersey State Board of Education adopted the Core Curriculum Content Standards to represent what all New Jersey students should know and be able to do upon completion of a public school education. The standards also define the "thorough" aspect of a "thorough and efficient education" which is guaranteed for all New Jersey students in our State constitution. The standards were developed over a numbe- of years by teachers, parents, business leaders and community members. The standards were designed to prepare New Jersey students to meet the social, economic and employment challenges of the next century and set them on a path of lifelong learning.

The Core Curriculum Content Standards address the subject areas of visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies and world languages. There is also an additional set of workplace readiness standards which address skills that cut across these academic content areas including career preparation, information technology and other tools, critical thinking, decision making and problem-solving, self-management, and safety principles. While these standards define a set of academic results that are expected, they do not dictate how the districts will design their curriculum and instruction to achieve the results. That will be up to the local district.

The Core Curriculum Content Standards provide a road map to achieving New Jersey's vision for its students. This vision is one in which children will reach their fullest potential as human beings who are caring, productive citizens with rewarding jobs, a sense of community and a high level of personal satisfaction. This vision is meant for **ALL** students in New Jersey, including those with disabilities.

The Core Curriculum Content Standards and Students with Disabilities

All students with disabilities will be participating in instructional programs based on the Core Curriculum Content standards. The vast majority of students with disabilities will be working toward the general Core Curriculum Content Standards. While some students may not meet the grade 12 benchmarks, or cumulative progress indicators, they will still be working toward them with appropriate modifications or supports. Students with severe disabilities who represent a small percentage of the population will be working on a subset of the general Core Curriculum Content Standards and alternate cumulative progress indicators that emphasize daily life skills. These selected standards and indicators will be called the **Core Curriculum Content Standards for Students with Severe Disabilities (CCCSSSD)**. The Core Curriculum Content Standards are focused on academic skills while the *CCCSSSD* focus on skills for daily living. Please refer to **Appendix A** for the guide to be used by the IEP team in determining whether a student should be working toward achieving the CCCSSSD.

Development of the Core Curriculum Content Standards for Students with Severe Disabilities and Alternate Cumulative Progress Indicators

Purpose

The Core Curriculum Content Standards were adapted to form the *CCCSSSD* in an effort to ensure that state educational standards address the instructional needs of all students. The *CCCSSSD* focus on the instructional needs of a small percentage of students with the most significant cognitive disabilities. These students require intensive direct instruction and supervision to acquire and apply daily life skills in school, at home and in community settings. These students have goals and objectives in their Individualized Education Programs (IEPs) that emphasize areas such as communication of wants, needs, and feelings for a variety of purposes, daily living skills, and mobility. While these areas are addressed in the general Core Curriculum Content Standards, the *CCCSSSD* extend the range of performance indicators to include more functional skills within the content areas and the cross-content workplace readiness standards. The *CCCSSSD*, like the Core Curriculum Content Standards are intended as broad, long-range outcomes to guide instruction. The *CCCSSSD* define results expected while allowing local districts to determine instructional activities to ensure that their students will achieve expectations. In addition, as with the Core Curriculum Content Standards, it is assumed that not all students with severe disabilities will achieve all of the standards but all students with severe disabilities will be working toward achieving appropriate indicators at their individual level of ability and rate of progress. The *CCCSSSD* provide flexibility in designing educational programs that are aligned with the Core Curriculum Content Standards yet meet the needs of students who require instruction in functional skills.

The Process of Developing the Alternate Indicators

The *CCCSSSD* were adapted for students with severe disabilities by a work group of educators, parents, and agency representatives who have expertise in educating, serving and/or raising students with severe disabilities. The group's first task was to identify content areas of instruction and specific standards within the general Core Curriculum Content Standards that are appropriate for students with severe disabilities. There was general agreement within the group that although instruction of students with severe disabilities may differ and the range of performance of these students extends beyond the range of the general cumulative progress indicators, the goals, objectives and anticipated outcomes for students with severe disabilities are within the scope of the Core Curriculum Content Standards.

Standards were selected by the work group from each content area of the general Core Content Standards except for World Languages. The group determined that although some students with severe disabilities come from bilingual backgrounds and some are learning American Sign Language, the standards and cumulative progress indicators in the World Language content area were inappropriate for most of these students. Instruction in the content areas of Social Studies, Visual and Performing Arts and Language Arts Literacy should provide opportunities for exposure

to aspects of other cultures for all students. If an IEP team determines that instruction in a second language would be appropriate for an individual student, IEP goals and objectives would be drawn from a curriculum based on the standards and indicators from the World Language Core Curriculum Content Standards.

After selecting the Core Content Standards that represent what students with severe disabilities should be working toward achieving during their education, the work group developed cumulative progress indicators for each content area. These indicators define the scope of each selected standard for the population. The selected standards and new cumulative progress indicators make up the *CCCSSSD*.

Although the number of students with severe disabilities is small, the skills and abilities of these students vary greatly. The IEP team will develop goals and objectives related to appropriate modified cumulative progress indicators selected from the *CCCSSSD* annually for each student with severe disabilities as part of the IEP development process. Whereas the modified indicators delineate broad outcomes, goals and objectives should specify the student's individual learning needs as they relate to the modified indicators. The IEP team determines the student's learning needs and the indicators that the student will be working toward achieving.

Some students with severe disabilities may have IEPs that are primarily focused on the *CCCSSSD* with some goals and objectives related to the general Core Curriculum Content Standards. This will depend on the individual educational needs of each student. It is recognized that the nature and level of participation in instructional and extracurricular activities will vary as well as the nature and level of supports.

Although the standards and cumulative progress indicators are organized by content area, it is recognized that the IEPs of some students with severe disabilities address learning domains such as independent living, vocational education, community living and recreation/leisure. In an effort to ensure a connection of IEP goals and objectives within these domains to the *CCCSSSD*, the work group reviewed curricula developed around these domains to ensure that all of the skills taught within the domains were addressed in the *CCCSSSD*.

Assumptions

There were some basic assumptions that served as guideposts during the development of the *CCCSSSD*. These assumptions should be considered by local districts and schools in implementing the *CCCSSSD*.

1. All students in New Jersey should be working toward achieving the Core Curriculum Content Standards.
2. A small percentage of students with severe disabilities will be working toward achieving the Core Curriculum Content Standards through the *CCCSSSD*.
3. The educational goals for all students, including those with the most significant disabilities, are within the scope of the Core Curriculum Content Standards.
4. Students should be working toward achieving the Core Curriculum Content Standards through the general standards and/or the *CCCSSSD* regardless of educational placement.
5. The *CCCSSSD* represent broad, long-range outcomes that emphasize daily living skills.
6. While students will be working on a range of skills that are connected to these outcomes, the ultimate purpose of instruction is to help all students make progress towards these outcomes at their individual level of ability and rate of progress.
7. The IEP team will make decisions about which standards and indicators are appropriate based on the student's individual needs.
8. The *CCCSSSD* may be taught in cross-content curricula embedded in functional activities or through functional activities embedded in discrete subject area instruction.
9. Appropriate supports will be necessary for students with severe disabilities to achieve the *CCCSSSD*.

Implementation Issues

The implementation of the *CCCSSSD* raises implementation issues related to IEP decision making, curriculum alignment and statewide assessment.

While the general Core Curriculum Content Standards are intended for virtually all students, the addition of the *CCCSSSD* expands the scope of the standards to include all students. The majority of students with disabilities will be instructed in the general Core Curriculum Content Standards, which have an academic focus, with instructional adaptations and/or modifications. A small percentage of students, those with severe disabilities, will have goals and objectives that are predominantly based on the *CCCSSSD* which focus on skills for daily living. Students who are working in the *CCCSSSD* should not be limited to the alternate indicators in those areas in which they have greater potential or ability.

The nature of each student's program will be an IEP team decision based on the student's educational needs as related to the general Core Curriculum Content Standards and/or the *CCCSSSD*. Curricula and instruction must be aligned with the standards to enable IEP teams to identify goals and objectives that reflect the standards and indicators while addressing the individual needs of students. Educational placement must be in the least restrictive environment, appropriate to the student's needs, according to state and federal law and must not dictate or be dictated by whether the student is working toward achieving the Core Curriculum Content Standards or the *CCCSSSD*.

District and program administrators will need to create opportunities for regular and special education teachers to meet together regularly to review curricula, possibly through the scheduling of common planning times. Administrators should actively encourage teachers in their explorations and provide resources to support such activities. For example, administrators can provide more opportunities for regular and special educators to collaborate on curriculum development and educational planning. They can also make meaningful professional development for teachers an important priority. In addition, these administrators can reach out to the community to seek input and provide a variety of learning activities both inside and outside of school.

Educators, parents and other school personnel will need to review and explore together the content and expectations of the *CCCSSSD*. They should discuss what each standard and indicator means and the extent to which their educational program matches curricular expectations. Parents should be well versed in the *CCCSSSD* to ensure that their child's IEP is focused on the standards with goals and objectives tailored to the individual student's levels of ability and rate of progress. In addition, teachers and related service providers should explore new teaching strategies for classroom and community-based learning that will result in high achievement by all students, and discuss their results with colleagues. They should insure that instruction based on the *CCCSSSD* provides for continuity and reinforcement of learning from earlier grades and leads to meaningful post-school outcomes.

IEP teams will determine the educational needs of each student with an educational disability and their relationship to the general Core Curriculum Content Standards and/or the *CCCSSSD*. IEP teams will need to be well versed in both the Core Curriculum Content Standards and the *CCCSSSD* in order to make appropriate IEP decisions that meet the individual student's needs.

Local boards of education and school administrators need to make a concerted effort to provide professional development activities that enable teachers to achieve the goals of this document by employing recognized best practices in the education of students with severe disabilities.

Community individuals and organizations must also be active participants in the educational process if the *CCCSSSD* are to be achieved. Business and industry have an important stake in educational outcomes. Since students with severe disabilities learn best in the natural environments in which they will apply learned skills, community members can collaborate with schools to provide learning opportunities for real work, life skill and leisure activities.

Statewide Assessment

The Individuals with Disabilities Education Act of 1997 (IDEA '97) requires the participation of all students with disabilities in the statewide assessment system. It states "Children with disabilities are included in general State and district-wide assessment programs, with appropriate accommodations, where necessary." For those students who cannot participate in State and district-wide tests, IDEA '97 requires states to develop alternate assessments by July 1, 2000.

The Department of Education is currently developing a new generation of statewide tests to align with the Core Curriculum Content Standards. The Office of Special Education Programs has been collaborating with the Office of Assessment to ensure that students with disabilities are considered in all aspects of test development. Testing accommodations have been expanded to increase the number of students with disabilities who can demonstrate their knowledge and skills by participating in the general statewide assessments. These accommodations will be amended as new test item formats are introduced into the assessments such as hands-on science.

Traditionally, students with severe disabilities have been exempt from statewide tests and therefore, left out of the statewide and districtwide accountability systems. In compliance with IDEA '97, the New Jersey Department of Education is developing the Alternate Proficiency Assessment (APA) for these students which will be based on the *CCCSSSD*. **The purpose of the APA will be to monitor the ongoing progress of students with severe disabilities toward achieving the *CCCSSSD* and to provide information to IEP teams and program administrators to assist with educational planning for both individuals and programs**. The format of the assessment will be very different from that of the existing statewide assessments and employ assessment strategies that have been proven effective in measuring the progress of this population. Educators of students with severe disabilities, parents, service providers, child study team members and administrators will be involved in all aspects of alternative assessment development. The guide in Appendix A should be used by the IEP team to determine whether a student should be working toward achieving the *CCCSSSD*. Students working toward achieving the *CCCSSSD* will be eligible to participate in the Alternate Proficiency Assessment.

Conditions Facilitating the Core Curriculum Content Standards

To be effective, schools must continually rethink their processes. Many schools have already adopted team-teaching practices, incorporated cooperative learning, maximized technological resources, and formed business and industry partnerships. Other schools have further to go on this continuum of success. All schools, however, must continue to raise the expectations for their students. Curricula must contain challenging activities in real-life settings that foster positive post-school outcomes.

Research-Based Practices

Research continues to identify practices within the field of education that assist students in achieving higher expectations. Below is a partial list of quality indicators of valid educational assessment and instructional support for students with severe disabilities. These, along with other validated instructional strategies should be considered in developing programs that lead to achievement of the Core Curriculum Content Standards for Students with Severe Disabilities.

- Instructional objectives based on strengths, talents and abilities rather than deficits
- Meaningful partial participation
- Opportunities for significant choice-making that is understood and honors preferences
- Systematic data-based instructional methodology
- Assessment & instruction in multiple settings
- Community-based instruction
- Skill generalization and transfer
- Integrated therapies/collaborative teaming approach to related services
- Positive behavioral supports
- Effective application of assistive technology
- Alternative & augmentative communication systems
- Functional activity-based curriculum
- Working and learning with nondisabled peers

Format and Organization

This document begins with a section that sets forth five cross-content workplace readiness standards. This is followed by standards in each of six content areas. Each standard is accompanied by a statement which describes the intent of the standard for students with severe disabilities. Cumulative progress indicators are included for each standard to provide detail on what students need to know and be able to do to meet the standard. Unlike the general Core Curriculum Content Standards, the indicators are not organized by grade level since students at various ages and/or grade levels will be working on the indicators at various points in their education.

The *CCCSSSD*, like the general Core Curriculum Content Standards, were developed in terms of separate academic disciplines. An integrated approach to instruction across standards and indicators was emphasized, however, in the development of both the Core Curriculum Content Standards and the *CCCSSSD*. Districts can organize curriculum and instruction in various ways such as, by content area or learning domain. It is anticipated that instructional activities will encompass a range of performance indicators from various content areas.

Cross-Content Workplace Readiness

Cross-Content Workplace Indicators

Standard 1 - All students will develop career planning and workplace readiness skills.

Descriptive Statement: Students will demonstrate skills essential to the world of work. These skills will support successful post school employment and career development. This includes exploration of preferences and development of abilities relative to the individual.

Cumulative Progress Indicators

1. Demonstrate employability skills, self advocacy skills and work habits needed to get and keep a job such as, dependability, promptness, getting along with others, and knowing when and how to ask for help.
2. Identify personal goals, interests, preferences and abilities related to work activities.
3. Locate and access community supports/services necessary for successful transition to adult life.
4. Develop occupational skills and work preferences through structured learning experiences such as, volunteer, community services and other work experiences or employment.
5. Participate in transition planning that reflects personal interests and preferences.

Standard 2 All students will use information, technology, and other tools.

Descriptive Statement: Students will demonstrate abilities in the use of information, technology and other tools to assist in learning and interactions with others. Students will be expected to use appropriate tools for successful performance of routine daily activities and other tasks.

Cumulative Progress Indicators

1. Access and use technology-based materials for communication, solving problems, seeking information and other everyday life activities.
2. Use a variety of resources as needed to assist in seeking information in a variety of settings to perform everyday life activities.

Standard 3 - All students will use critical thinking, decision making, and problem-solving skills.

Descriptive Statement: Students will develop skills and abilities in the recognition of problems and participation in their solution. Central to these skills is the ability to make choices.

Cumulative Progress Indicators

1. Solve problems in the community, in the classroom, at home and on the job.
2. Make appropriate choices in the community, in the classroom and on the job.
3. Seek assistance and ask appropriate questions in the community, in the classroom and on the job.

Standard 4 - All students will demonstrate self-management skills.

Descriptive Statement: Students will develop abilities in self-determination and personal responsibility. This includes the demonstration of positive work behaviors while working individually as well as cooperatively in groups. In addition, students are expected to develop abilities for self advocacy.

Cumulative Progress Indicators

1. Demonstrate an understanding of one's own personal strengths and needs.
2. Demonstrate an understanding of behavior consequences.
3. Work to complete a task alone and cooperatively with others.
4. Interact and behave appropriately in social and work situations.
5. Evaluate one's own actions and accomplishments.
6. Communicate wants, needs and preferences in a variety of settings.

Standard 5 - All students will apply safety principles.

Descriptive Statement: Safety is an important component of all content areas where hands-on activities take place. Students will learn behaviors that will ensure the safety and health of themselves and others. It is critical that students learn safety within the context of a variety of environments including school and community settings.

Cumulative Progress Indicators

1. Follow safety rules and procedures during activities, at home, at school and in the community.
2. Demonstrate safe physical movement in school, at home, and in the community.

Visual and Performing arts

Standard 1.2 - All students will refine perceptual, intellectual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

Descriptive Statement: Education in the arts provides students with experiences to enhance their perceptual, physical and technical abilities. Through arts education, students will have opportunities to increase their communication, fine and gross motor, choice-making and social interaction skills.

Cumulative Progress Indicators

1. Create, produce, and perform works of dance, music, theater, or visual arts, individually and with others.
2. Express and communicate ideas and feelings through music and dance, visual arts, and theater arts.

Standard 1.3 - All students will utilize arts elements and arts media to produce artistic products and performances.

Descriptive Statement: Students will discover and explore the fundamental elements of the performing and visual arts through the creation of artistic products and performances. These elements include color, line, form, rhythm, space, timing, movement, mood.

Cumulative Progress Indicators

1. Apply elements and media common to the arts to produce a work of art.
2. Demonstrate appropriate use of technology, tools, terminology, techniques, and/or media in the creation of dance, music, theater, or visual arts.

Standard 1.4 - All students will demonstrate knowledge of the process of critique.

Descriptive Statement: Students will be involved in a range of performing and visual arts and given the opportunity to indicate preferences. Artistic and personal growth are outcomes of these experiences.

Cumulative Progress Indicators

1. Communicate preferences for types of dance music, theater or visual arts.
2. Demonstrate/make a choice from among dance, music, theater or visual arts for leisure activities.

Comprehensive Health and Physical Education

Comprehensive Health and Physical Education

Standard 2.1 - All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.

Descriptive Statement: Students who practice positive health behaviors can reduce or eliminate preventable health problems. Making positive health practices part of the daily routine contributes to a student's physical, mental, social and emotional health.

Cumulative Progress Indicators

1. Demonstrate safe responsible health behaviors such as using a tissue, eating nutritionally, and washing hands when appropriate.
2. Identify potentially dangerous or threatening activities or situations.
3. Identify and use emergency procedures when appropriate.

Standard 2.2 - All students will learn health-enhancing personal, interpersonal, and life skills.

Descriptive Statement: Developing self-management and interpersonal skills can enhance personal health and foster independence. Learning how to communicate needs, wants and choices effectively and appropriately can enhance relationships with friends, family and authority figures.

Cumulative Progress Indicators

1. Demonstrate responsible personal conduct such as working cooperatively with others as well as following rules and routines.
2. Demonstrate self-management skills such as personal care and care of personal belongings.
3. Demonstrate effective communication skills, decision-making skills, refusal skills, negotiation skills, and assertiveness in situations that influence health and safety.
4. Demonstrate ability to use a variety of supports for everyday activities as necessary.
5. Demonstrate appropriate social interaction in a variety of settings.

Standard 2.3 All students will learn the physical, mental, emotional, and social effects of the use and abuse of alcohol, tobacco, and other drugs.

Descriptive Statement: Knowing that medications, when correctly used, can be helpful and that alcohol, tobacco products and other drugs can be harmful is important for maintaining good health. Students may find themselves in situations where alcohol, tobacco and other drugs are available or offered to them. It is important for them to recognize these situations as potentially dangerous and to respond appropriately.

Cumulative Progress Indicators

1. Identify the purpose and appropriate use of personal medication.
2. Know that the use of alcohol, tobacco and other drugs can be dangerous.

Standard 2.4 All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.

Descriptive Statement: Students can enhance personal health by learning about their identity as part of a family and strategies for developing and sustaining healthy relationships. Students are faced with many choices regarding their sexual health. They need to know about the physical and emotional aspects of personal relationships and how to make choices that protect their health and safety.

Cumulative Progress Indicators

1. Recognize family members and various roles and responsibilities within family structures.
2. Demonstrate behaviors necessary for safe and healthy relationships.
3. Indicate knowledge of behaviors to prevent unintended pregnancy.
4. Demonstrate behaviors that reduce or eliminate one's risk of contracting HIV or a sexually transmitted disease.
5. Identify situations of physical, verbal, or sexual abuse and develop strategies to reduce one's risk.

Standard 2.5 - All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

Descriptive Statement: Increasing mobility can promote access to various environments within the home, school and the community. Participation in recreational activities that involve movement skills can provide opportunities for students to identify activities that they enjoy and that promote good health.

Cumulative Progress Indicators

1. Access environments within home, school and the community for a variety of purposes.
2. Perform, combine, and modify movement to participate in games, sports, and lifetime recreational pursuits.
3. Choose and participate in physical activities for recreation.

Standard 2.6 - All students will learn and apply health-related fitness concepts.

Descriptive Statement: Students need an understanding of the components of fitness in order to choose activities that enhance personal health. Students should regularly participate in fitness activities that promote all aspects of health-related fitness.

Cumulative Progress Indicators

1. Identify the components of health-related fitness (e.g., strong muscles, strong heart).
2. Choose and participate in personal fitness activities.

Language Arts Literacy

Standard 3.1 - All students will speak for a variety of real purposes and audiences.

Descriptive Statement: The ability to communicate with others is a fundamental life function. Self expression is central to a person's quality of life and essential to learning. There are many ways in which students may express themselves to others, such as through signing, oral expression, gesture, or through the use of augmentative communication. The intent of this standard is to develop students' abilities to use their primary systems of communication to express themselves with others in school, home and in the community to perform a variety of important life functions and to satisfy their emotional and social needs.

Cumulative Progress Indicators

1. Express ideas, needs, wants and feelings using student's primary system of communication such as, sign language, oral language, object symbols gesture, and/or communication devices.
2. Participate in conversations with peers and adults by alternating roles of speaker and listener.
3. Give directions and/or instructions to others.
4. Adjust expressive communication for different purposes and audiences.
5. Use communication system in school, home, community and work situations.

Standard 3.2 - All students will listen actively in a variety of situations to information from a variety of sources.

Descriptive Statement: Listening involves sensory and cognitive processes important to all students. The ability to comprehend the communication of others enables students to engage in meaningful social interactions for pleasure and for practical purposes. While some students are able to listen through hearing, other students may learn "to listen" by using other senses such as vision or touch. Students may demonstrate their comprehension through verbal and non-verbal means.

Cumulative Progress Indicators

1. Listen for a variety of purposes such as enjoyment and obtaining information.
2. Demonstrate comprehension of another's message through appropriate verbal or non-verbal responses.

Standard 3. 3 - All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Descriptive Statement: Using graphic symbols (e.g. printed letters, words or numbers, pictures, or braille) enables students to express ideas, needs, wants and feelings in symbolic form to a variety of audiences. Writing enables students to organize as well as to express their thoughts and information, such as when preparing a shopping list or creating a get well card. Writing may take many forms such as handwriting, typing, drawing a picture, selecting a word or picture from a resource bank or dictating to a scribe.

Cumulative Progress Indicators

1. Express ideas, needs, wants and feelings using graphic symbols (printed word, pictures, braille, assistive technology).
2. Demonstrate the ability to sequence and organize thoughts and information using graphic symbols for a variety of audiences and situations.

Standard 3.4 - All students will read a variety of material and texts with comprehension and critical analysis.

Descriptive Statement: Reading is a complex process through which readers actively interpret and create personal associations with printed material. The graphic materials read by students may be used for a variety of purposes including enjoyment, learning and problem solving and may take many forms including text, pictures, and object symbols. Students benefit from a range of experiences with a variety of materials to enhance development of comprehension skills. For example, students may read a book for enjoyment, read a picture activity schedule to review their daily activities, read a TV listing or they may read labels in the food store.

1. Use reading for different meaningful purposes such as enjoyment, learning and problem solving. Students may read graphic material (rebus, pictures, text) or objects (e.g., an object schedule).
2. Read or interpret graphic material with comprehension.

Standard 3.5 - All students will view, understand, and use nontextual visual information.

Descriptive Statement: Viewing involves the ability to respond with comprehension to messages from both print and non-print media. Media might include live performances, print media (photographs, charts, diagrams, illustrations), and electronic media (television, computers, film). Students should have opportunities to experience and learn from a variety of media which provide entertainment and information that can enrich their lives.

Cumulative Progress Indicators

1. Demonstrate the ability to gain information from a variety of media.
2. View various media for a variety of purposes (e.g. enjoyment, information).

MATHEMATICS

Mathematics

Standard 4.1 -All students will develop the ability to pose and solve mathematical problems in mathematics, other disciplines, and everyday experiences.

Descriptive Statement: Problem situations arise in many aspects of everyday life. Mathematics can be applied to describe problems as well as to solve them. Learning to apply problem-solving strategies at home, in the community and in school fosters students' independence and self-confidence.

Cumulative Progress Indicators

1. Recognize, formulate, and solve mathematical problems arising from everyday experiences
2. Apply mathematical problem solving strategies independently and with others.
3. Evaluate appropriateness of mathematical problem solutions
4. Develop alternate mathematical problem-solving strategies if initially selected approaches do not work.

Standard 4.5 - All students will regularly and routinely use calculators, computers, manipulatives, and other mathematical tools to enhance mathematical thinking, understanding and power.

Descriptive Statement: Calculators, computers and other mathematical tools allow students with a variety of needs to use mathematics in everyday activities. Students should explore technology and become proficient in the use of tools that can assist them in solving everyday life problems.

Cumulative Progress Indicators

1. Use a variety of tools to measure objects or events (e.g., measuring behavior) in real life situations.
2. Use calculators, manipulatives, computers, and other tools to solve math problems in real life situations.

Standard 4.6 - All students will develop number sense and an ability to represent numbers in a variety of forms and use numbers in diverse situations.

Descriptive Statement: Numbers are used in a variety of ways in our daily lives. For example, numbers are used for identification, counting, and purchasing. Number sense means knowing what numbers represent and a common approach to using them. Students need to be able to identify important numbers in their personal lives and use numbers for everyday tasks.

Cumulative Progress Indicators

1. Use whole numbers to count groups of objects within the context of everyday tasks.
2. Identify numbers of personal importance such as house number and phone number.
3. Recognize coins and dollars and their value.
4. Use money to make purchases.
5. Follow budgets developed based on personal needs.

Standard 4.8 - All students will understand, select, and apply various methods of performing numerical operations.

Descriptive Statement: Students can apply various computational methods to perform mathematical operations including mental math, use of manipulatives, estimation, paper and pencil techniques and/or the use of calculators. Knowledge of how to apply some basic mathematical operations can assist students in solving problems in everyday life.

Cumulative Progress Indicators

1. Use mathematical operations to solve problems in the context of everyday situations (e.g., shopping, banking).
2. Use estimation to solve problems in everyday life.

Standard 4.9 - All students will develop an understanding of and will use measurement to describe and analyze phenomena.

Descriptive Statement: Measurement helps describe our world using numbers. We use numbers to describe simple things like length, weight, and temperature. Familiarity with common measurement units and a practical knowledge of measurement tools help students observe and understand the world around them. Knowledge of how to apply measurement techniques to everyday tasks can increase independence.

Cumulative Progress Indicators

1. Use measures of length, distance, weight, quantity, time and temperature in the context of daily life activities.
2. Select and use appropriate standard and non-standard units of measurement in every day activities such as meal preparation, shopping, and banking.

Standard 4.11 - All students will develop an understanding of patterns, relationships, and functions and will use them to represent and explain real-world phenomena.

Descriptive Statement: Students should experience patterns in numbers, shapes and expressions. Students should use pattern-based thinking to understand and represent situations in everyday life. Understanding patterns can help solve problems and promote independence.

Cumulative Progress Indicators

1. Use pattern-based thinking to follow schedules and daily routines.
2. Generalize pattern-based thinking to new situations.

SCIENCE

Standard 5.4 - All students will develop an understanding of technology as an application of scientific principles.

Descriptive Statement: Science and technology are interdependent. Technology can assist students in learning how to complete everyday tasks. Students need to know the range of technological tools available and how to use them to improve the quality of life and enhance independence.

Cumulative Progress Indicators

1. Recognize tools and their functions (e.g., know that a scale is used to measure weight).
2. Select the most appropriate tool to complete a task.
3. Utilize tools for everyday purposes (e.g., use a thermometer to determine temperature).

Standard 5.6- All students will gain an understanding of the structure, characteristics, and basic needs of organisms.

Descriptive Statement: Life on earth is interdependent. Learning how to take care of personal needs can enhance independence. Learning how to care for other living things can increase self-confidence and develop responsibility.

Cumulative Progress Indicators

1. Demonstrate the ability to care for personal physical needs.
2. Demonstrate appropriate care (cleaning, nourishing, maintaining) of living things.
3. Identify simple processes common to all living things (e.g. growth).

Standard 5.7 - All students will investigate the diversity of life.

Descriptive Statement: Life on earth is complex and diverse. Students should know about the different kinds of life on earth, how living things depend on each other, and how they change over time.

Cumulative Progress Indicators

1. Identify characteristics of plants and animals encountered in everyday life.
2. Identify similarities and differences in plants and animals.
3. Demonstrate understanding of changes that occur in plants and animals over time (e.g., changes from infancy to adulthood).

Standard 5.9 - All students will gain an understanding of natural laws as they apply to motion, forces, and energy transformation.

Descriptive Statement: The concepts of force and motion are important in the completion of most tasks in everyday life. Learning to use energy efficiently and safely can increase productivity, promote access to recreational activities and develop skills in personal care.

Cumulative Progress Indicators

1. Demonstrate safe and efficient use of movement in daily living, employment, and recreation.
2. Demonstrate safe use of electricity in daily living, employment, and recreation (e.g., use household appliances safely).
3. Demonstrate appropriate response to changes in temperature (e.g, choose appropriate clothing).
4. Demonstrate appropriate response to daily and seasonal time changes.

Standard 5.12 - All students will develop an understanding of the environment as a system of interdependent components affected by human activity and natural phenomena.

Descriptive Statement: Creating an awareness of the need to protect and preserve natural resources is a goal of science education. Students must develop an awareness of environmental issues and learn to respond appropriately to environmental conditions.

Cumulative Progress Indicators

1. Respond appropriately to weather conditions for comfort and safety.
2. Recognize the impact of personal activities on the environment.
3. Demonstrate appropriate care for the environment (e.g., recycle).

SOCIAL STUDIES

Standard 6.1 - All students will learn democratic citizenship and how to participate in the constitutional system of government of the United States.

Descriptive Statement: Students need to learn the fundamentals of democratic citizenship including an understanding of personal/social rights and responsibilities. Students need to learn to respect the property of others and how to maintain personal property. Students need to demonstrate democratic principles of community life including participating in making and following group rules, sharing, turn taking, expressing opinions and making decisions. They need to have an opportunity to become active members of their communities by making individual contributions such as volunteering.

Cumulative Progress Indicators

1. Demonstrate understanding of the personal rights and responsibilities of self and others such as respecting property of others and maintaining personal property.
2. Make individual contributions to the community such as volunteering.
3. Identify national symbols and events such as the president, the flag, the White House, and Election Day.
4. Apply democratic principles such as sharing, taking turns, participating in a group, making decisions, expressing opinions and making choices.
5. Participate in making rules.
6. Follow rules at home, in school, at work and in the community.
7. Access appropriate community resources such as the Division of Vocational Rehabilitation Services, public transportation, or health services, and participate in a variety of community activities.
8. Demonstrate behavior that indicates knowledge of right and wrong.
9. Solve problems in socially appropriate ways.

Standard 6.2 - All students will learn democratic citizenship through the humanities, by studying literature, art, history and philosophy, and related fields.

Descriptive Statement: Students can learn democratic citizenship while they are engaging in activities related to the humanities or through activities of daily living. Learning about historical events through the humanities is a way to enhance cognitive skills as well as appreciation of history.

Cumulative Progress Indicators

1. Create a sequence of personal, social and historical events such as a timeline or a picture sequence.
2. Identify historical events presented through various media.

Standard 6.5 - All students will acquire historical understanding of varying cultures throughout the history of New Jersey, the United States and the World.

Descriptive Statement: Because we live in an interdependent world, students should gain an understanding of and an appreciation for different cultures. Learning about similarities and differences of different cultures through participation in varied multi-cultural experiences will provide students with an opportunity to gain greater understanding of their own heritage as well as the customs and traditions of others.

Cumulative Progress Indicators

1. Express knowledge of personal heritage and culture.
2. Follow folkways and social mores in our society such as standing for the Pledge of Allegiance and the National Anthem.
3. Identify the roles of family and community members and how they influence students' daily lives.
4. Demonstrate an understanding of cultural diversity and multi-cultural influences in our society through participation in activities that highlight a variety of cultural groups that exist in the community, state, and nation.

Standard 6.7 - All students will acquire geographical understanding by studying the World in spatial terms.

Descriptive Statement: The ability to develop geographical understanding and spatial knowledge to remember and locate important places in one's life is an important life skill. Students need to acquire the ability to plan, navigate and arrive at designated locations within school, home and community using graphic tools such as maps and/or following verbal directions. They also need to learn to communicate information about their place of residence and to be able to give others directions to specific locations.

Cumulative Progress Indicators

1. Follow and/or give directions to specific locations.
2. Use maps to find specific locations or landmarks.
3. Find locations of places within the community.
4. Communicate home address including street, town, county, state and country.

Standard 6.9 - All students will acquire geographical understanding by studying the environment and society.

Descriptive Statement: Students should learn to adapt to changes in the environment by selecting appropriate clothing and activities and by demonstrating appropriate safety measures related to emergency situations. Students should also learn to respect and protect the environment by engaging in recycling activities in their communities.

Cumulative Progress Indicators

1. Engage in recycling activities.
2. Demonstrate safety measures related to emergency situations and natural disasters such as fire, earthquake, floods, extreme cold, or lightning.
3. Choose clothing and activities which are appropriate for the physical environment.

Appendix A–

A Guide for Determining the Appropriateness of the CCCSSD for an Individual Student

Appendix A
A Guide for Determining the Appropriateness of the CCCSSSD for an Individual Student

The IEP team shall use the following as a guide to determine whether the CCCSSSD are appropriate for an individual student. Students working toward achieving the CCCSSSD will be eligible to participate in the Alternate Proficiency Assessment.

1. The student's demonstrated cognitive ability and adaptive behavior, in home, school and community settings, are significantly below age expectations.

2. Due to his or her demonstrated cognitive ability and adaptive behavior, the student requires extensive direct instruction in multiple settings to acquire and apply the skills necessary to function in domestic, community living, recreational/leisure and vocational activities in school, work, home and community environments.

3. The student demonstrates cognitive ability and adaptive behavior which severely impacts the nature and level of participation and achievement in the general education curriculum even with program modifications and adaptations.

4. Current and longitudinal data regarding the student's progress and adaptive behavior in all relevant areas and settings support the recommendation of the IEP team. (Longitudinal data includes performance data across multiple settings, behavioral observations done in multiple settings, adaptive behavioral data and continuous assessment of progress on IEP objectives.)

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